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ABSTRACT

Students who complete this module of a training program in diagnostic/prescriptive teaching of reading will be able to define specified terms important in the teaching of reading, to demonstrate competency in identifying and using various phonic and structural analysis rules, and to outline the sequence of skills typically taught in school reading programs. Pretests and posttests are provided. (Author/AA)

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TEACHER CORPS CYCLE X PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
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MODULAR SEQUENCE: DIAGNOSTIC - PRESCRIPTIVE TEACHING OF READING

TTP 004.2 SCOPE AND SEQUENCE OF READING SKILLS: NECESSARY TEACHER KNOWLEDGE

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OBJECTIVES

After the completion of the readings and activities in this module, you will be able to:

1) Define specified terms important in the teaching of reading.

2) Demonstrate competency in identifying and using various phonic and structural analysis rules.

3) Outline the sequence of skills typically taught in the reading programs in our schools today.

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You may already be able to complete all or some of these objectives; for example, you may be able to define the reading terms. You then will not need to complete that part of this module. To determine your present knowledge, please complete the pre-assessment on the following page. Don't be discouraged if you don't know the answers. This module is designed to assist you in becoming an expert in this area. Good luck!

Pre-assessment

1) Define the following terms in one or two sentences:

a) Sight vocabulary -

b) Comprehension -

c) Word recognition skills -

d) Word attack skills -

e) Phonics -

f) Structural analysis -

g) Study skills -

h) Consonant blend -

i) Consonant digraph -

j) Syllable -

2) Identify each of the underlined segments of the following words:

Example: reward	r - controlled vowel sound

gr<u>a</u>mmar
<u>o</u>bsolete
par<u>a</u>de
<u>th</u>ruway
solem<u>n</u>
<u>ou</u>nce

3) Divide the following "words" intc syllables and explain the rule:

cawblop _____
brelid _____
uthone _____
facle _____

4) Outline the general sequence of teaching word analysis and comprehension used in many reading programs today. ("Initial consonants" is specific enough; you need not list each sound.)

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Directions: Have your instructor check your pre-assessment if you feel confident of your knowledge. Otherwise continue on the next page; this module was designed especially for you!

DIAGNOSTIC - PRESCRIPTIVE TEACHING OF READING

SCOPE AND SEQUENCE OF READING SKILLS: NECESSARY TEACHER KNOWLEDGE

Rationale

In order to be an effective teacher of reading it is necessary to know and understand the terminology and typical sequence of skills common to all reading programs. This knowledge is particularly important when using a diagnostic-prescriptive approach because there is no one manual or one workbook used in instruction. The teacher must determine what skills need to be taught and in what order.

This module is designed to check your knowledge and provide readings and practice materials to expand your present expertise.

PART ONE: Terminology
Suggested Learning Strategies

There are several strategies you might use in learning the terminology, practicing the application of phonics rules, and outlining the sequence of reading instruction. In some areas you may wish to review your knowledge; in others you may need in-depth study. You may prefer to learn through listening to a tape or through reading a book or through completing a programmed workbook. These are your choices. The following suggestions include textbooks, children's reading series and workbooks. Select the materials that will help you efficiently and effectively learn the required materials. You may do as few or as many of the suggested activities as you like.

Use the following chart as a guide in your study. It contains those reading terms you need to know.

Learning Guide

Term	Definition	Examples	Grade Level Typically Taught (Optional)
A) Word Attack Skills (Word Recognition)			
1) Phonics			
a) initial consonant			
b) final consonant			
c) consonant blends			
d) consonant digraphs			
e) vowels - long/short			
f) vowels - digraphs			

Term	Definition	Examples	Grade Level Typically Taught (Optional)
g) vowel diphthong			
h) vowel rules	-open syllable -closed syllable -vcv -e -doubled vowels		
i) syllable recognition			
j) syllable rules			
2) Sight Vocabulary			
3) Structural Analysis			
a) plurals			
b) tense markers			

Term	Definition	Examples	Grade Level Typically Taught (Optional)
c) prefix			
d) suffix			
e) root words			
f) compound words			
4) Context Clues			
B) Comprehension			
1) Vocabulary			
2) Main Idea			
3) Details			
4) Inferences			
5) Drawing Conclusions			

Term	Definition	Examples	Grade Level Typically Taught (Optional)
6) Sequence			
7) Organizational Patterns			
8) Following Directions			
C) Study Skills			
D) Flexibility in Reading			

Suggested Learning Strategies

Step 1:

Your first objective is to learn the definition of the terms, to be able to give examples and to manipulate and use your knowledge of phonics and comprehension terminology. You may choose any learning activity you wish in order to accomplish your objective. (You are not expected to do all the activities!!)

Textbooks:

1. Read Chapter 10, Phonics, pp. 251-277 and Chapter 12, Teaching Structural Analysis, pp. 322-336 and Chapter 14, Teaching Comprehension Skills, pp. 393-405, in Durkin's Teaching Them to Read, 2nd edition. (Durkin's clearly explains and illustrates the skills related to phonics and structural analysis; she provides a good summary of terms.)

2. Study Appendix B: A Concise Summary of Phonics, pp. 444-458, in Harris and Sipay's Effective Teaching of Reading. (This appendix gives definitions and many examples of phonics terms.)

3. Read Chapter 9, Developing Independence in Word Recognition, pp. 231-264, in Harris and Sipay's Effective Teaching of Reading. (Harris and Sipay describe word recognition skills and also suggest teaching procedures.)

4. Read Chapter 1, What is Reading? pp. 13-21, in Harris and Sipay's Effective Teaching of Reading. (These pages provide in outline form a listing of reading skills assumed taught in the elementary grades.)

5. Study Chapter 4, Word Recognition Skills, pp. 27-48, and Chapter 5, Reading Comprehension Skills, pp. 49-60, and Chapter 6, Fluency Skills, pp. 61-69 in Guszak's, Diagnostic Reading Instruction in the Elementary School. (These chapters define skill terms and suggest sequences of instruction. Very comprehensive.)

Programmed Workbook Formats designed for teachers

1. Complete Wilson and Halle's Programmed Word Attack for Teachers. (This is a very systematic, complete workbook. If you feel you are very weak in phonics, you should use this book.)

2. Complete Schell's Foundamentals of Decoding for Teachers. (This book provides linguistic definitions and practice in a compact, easy-to-follow manner. It gives optional exercises as well as programmed sections.

Tapes and/or Filmstrips designed for "first" learning

1. View Singer's filmstrip series on basic phonics skills. (These are designed to introduce and reinforce phonics principles for elementary school children.)

2. Listen to tapes and workbooks from the Eye-Ear-Hand Phonics series. (These are designed for elementary school children.)

3. Use the phonics sets for the System 80 machine. (This machine is not available in most schools but is practice material for you if it is available. It does not give definitions.)

4. Use any media program your school might have that focuses on word attack skills. Most of these provide practice but little instruction.

Workbooks designed for "first" learning

1. Complete the pages in Books F,G, and H in the New Phonics We Use series. Select the pages that specifically deal with the terms on the learning guide chart. (These are designed for students in grades 6 through 8. They provide definitions and much practice; the teacher's guides contain the answers.)

2. Complete the appropiate cards from the Durell-Murphy Practice Phonics Kit. (This provides practice but no definitions.)

3. Complete the pages in Breaking the Sound Barrier workbooks. (This illustrates and gives phonic rules and generalizations; it is designed for elementary students.)

4. Complete the appropiate pages in the phonic workbook series used in your school.

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Step 2:

Now you should feel confident about your knowledge. Do this quick check test to be sure; don't look back to your notes.

Check Test for Terminology

1. syllable is

2. structural analysis is

3. The four (or five) basic syllable rules are

4. The four (or five) basic vowel rules are

Check your answers by using your notes or chart.

Step 3:

If you knew the answers, continue to step 4 . If not, do a selective review of unknown areas. See your instructor for further direction if needed.

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PART TWO: Sequence of Skills Suggested Learning Strategies

Your second objective is to be able to outline a typical sequence of skills typically found in elementary reading programs. Select your learning activities and, as you investigate the various sequences, create an outline or chart to help you visualize the sequence. One format you might like is:

	K	1	2	3	4	5	6	7	8	H.S.
Word Attack Skills										
1. Initial Consonants	*	M								
2. Consonant Blends		*	M							
3. Consonant Digraphs										

* = learning skill
M = mastered skill

All the skills listed on the terminology chart should also appear on your sequence chart.

Suggested Learning Strategies

Step 1: Choose those activities that facilitate your completing the objective. Strategy 1 and Strategy 3 are particularly valuable.

1. Study Barbe's Checklist of Reading Skills. (Included in your packet.) This listing of skills, K through 6, is a valuable source of information. It has been reproduced many times and is usually available through your reading person or in Barbe's book, Instruction in Personalized Reading.)

2. Study the charts on pp. 141-154 of Guszak's Diagnostic Teaching of Reading. (These charts outline skills from kindergarten to sixth grade level.)

3. Study your school system's scope and sequence for its reading program. Hartford's listing is the Reading-Communication Arts Objectives and is by grade level.

4. Study the manuals in the reading program in your school. At the beginning of each manual you should find the sequence of skills taught at that level.

5. Study the scope and sequence charts of basal programs. The publishers supply these on request; your reading person or your principal may have the charts for the series used in your school.

6. Study the skills sequence of your criterion-referenced (or objective - based) testing system if your school uses such testing. The Wisconsin Design for Skills and the Croft series are typical testing programs.

Step 2: Now test yourself. Without using your notes, outline a typical sequence of skills. Evaluate your answers by using your notes. If you are confident of your knowledge, see your instructor and tape the post - assessment.

If you are unsure of some areas, review needed materials. See your instructor if you need further direction.

Good work! You worked hard and now should have a firm command of basic reading terminology. Turn to the post-assessment page, complete it without looking back.

Post- assessment

1) Define the following:

a) Consonant-

b) Vowel diphthong-

c) Comprehension-

d) Sight vocabulary-

e) Content clue-

f) Word recognition skills-

g) syllable-

h) accent-

2) Identify each underlined word segment on the line at the right:

Example: reward	r - controlled vowel

a) conceal_____

b) broad_____

c) tower_____

d) slight_____

e) closed _____

f) chop_____

3) Divide the following "words" into syllables and explain the rule:

a) korgolp-

b) adan-

c) bratle-

d) flakimenter

4) Outline the typical sequence of skills involved in the areas of word attack comprehension and study skills.

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Directions: Have your instructor check your work. You should have scored 95-100% --- Congratulations!

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